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ABSTRACT

This report reviews the scope and nature of activities undertaken in California's community colleges to eliminate bias, discrimination, and stereotyping on the basis of sex in vocational education between 1977 and 1981, following the passage of the state's Vocational Education Act of 1976. The historical inequities in education which the act sought to remedy are detailed and the economic significance of affirmative measures to combat sexual inequity emphasized. The report reveals that the provisions of the act and increased funding contributed to the development of women's centers in 50% of the community colleges and the provision of counseling and other services for women in 37% of the colleges. However, it also notes that the period 1978 to 1981 saw a decline in women's programs due largely to cutbacks in local funds. The report then provides a summary of projects funded under the act and specifies some benefits of the colleges' gender equity activities, including the correction of sex imbalances in course enrollments and the training of 7,000 to 8,000 personnel in awareness of legislation and identification of unfair treatment. The report concludes with a discussion of future directions in promoting equal opportunity for men and women and recommends a continued commitment to gender equity projects. Appendices provide details about the projects and their levels of funding. (HB)

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GENDER EQUITY IN THE COMMUNITY COLLEGES, 1977-1981.

Ronn Farland and
Allene Murdoch

Discussed as Agenda Item 13 at the Meeting of the
Board of Governors of the California Community Colleges
(San Jose, CA, December 10-11, 1981).

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Board of Governors of the
California Community Colleges
December 10-11, 1981

Item G

Title: Gender Equity in the Community Colleges - 1977-1981

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College Services Unit

Summary

1. Gender equity activities have been conducted under the authority of the Vocational Education Act of 1976 since 1977 in the California Community Colleges. Although women's program activities and reentry activities had been offered on many campuses, a coordinated program focusing on gender-balance in vocational programs had not existed.

6. This item was discussed by the Board representatives to the Joint Advisory Policy Council on November 20.

2. A significant body of data supported the need to establish programs to extend occupational training to underrepresented women and men. The increasingly important role of women in national employment and the narrow range of occupations in which they are employed has raised questions of access and equity.

3. Gender equity programs throughout the colleges have continued to be diverse and responsive to local needs and conditions. The advent of the state's coordinating function and the Vocational Education Act's existence as a funding source, however, have done much to direct the focus of campus programs.

4. Special projects funded through Subparts 2 and 3 of the Vocational Education Act have been the major mechanism for directing the state's program of gender equity activities. Jointly funded projects through the Chancellor's Office and the Department of Education have accounted for 50 percent of project funds. The extent to which local funds have been expended for gender equity has not been fully assessed.

5. Staff activities in the areas of collecting data, analyzing information, setting standards, and establishing priorities will be conducted to improve current operations. These activities have been recommended by program evaluators, campus personnel and state staff.

6. This item was discussed by the Board Representatives to the Joint Advisory Policy Council on November 20.

Introduction

Over the past fifteen years a body of legislation has been enacted outlawing sex discrimination. Title IX of the Education Amendments of 1972, for example, prohibits discrimination on the basis of sex, specifically in programs and services to students and in employment.

In contrast to the proscriptions of Title IX, the Vocational Education Act of 1976 (P.L. 94-482) takes an affirmative position. It encourages state educational agencies to take steps to overcome sex bias, stereotyping, and discrimination by directing that money from the state's VEA appropriation be set aside for affirmative programs and corrective actions. It is under this authority that statewide, coordinated, gender equity activities and many local gender equity activities have been initiated in California's community colleges.

The purpose of this report will be to review the scope and nature of gender equity activities in California's community colleges from 1977 to 1981. This period coincides with the implementation of the Vocational Education Act Amendments of 1976. An additional purpose of this report will be to highlight current approaches to attaining equity in vocational education and to suggest a direction for equity efforts for the 1980's.

Data from Vocational Education Act reporting documents have been examined to identify the extent to which districts have used federal and local funds for sex equity. Other sources for this report have been interviews with project directors from gender equity projects, occupational deans, campus sex equity coordinators, and state staff. Additional resources have been evaluation information from COPES and reports from special projects.

Because there is greater documentation for activities initiated and monitored by the state, those are presented here in greater detail. Local activities are presented more generally because of the lack of documentation. The section of the report dealing with local activities is based on interviews, surveys and VEA claim forms which convey a sense of the level of local activities. The planned staff activities mentioned later in the report will enable us to have a more complete picture of gender equity activities in the future.

Provisions for Sex Equity under the Vocational Education Act of 1976

Congressional hearings in 1975 identified specific conditions which perpetuate sex bias, sex stereotyping and discrimination. Among those conditions were:

- school policies allowing teachers to determine which students they would accept into their classes;
- physical isolation of classes so that traditionally female courses were taught in one building and traditionally male courses taught in another;

- failure to provide scheduling which would permit women with family responsibilities to attend classes;

- failure to use recruitment methods which reach women who have temporarily left the educational or employment markets;

- the absence of women in faculty and administrative positions, which reinforced stereotypical notions of "where women belong;"

- failure of schools to act affirmatively to encourage women to enroll in fields that were still identified as "male jobs." While the official policy was integration, unofficially, girls and women knew not to enroll.

As a result of the congressional hearings, Title II of the Education Amendments of 1976, known also as the Vocational Education Act, placed special emphasis on the elimination of sex bias and sex stereotyping in vocational education. It directed that efforts be made to maximize equal access for all students regardless of sex even though the emphasis in the Act and the regulations has been on women.

Need for Equity in Employment Opportunity

Apart from the issues of equity addressed in the law, there is a compelling logic to maintaining a program of gender equity activities activities to promote equal opportunities in the community colleges. The economic conditions in our communities press us to respond, in particular, to our female students' need for vocational training and to the employment community's demand for skilled workers. In the area of electronics alone it has been estimated that the need for skilled technicians will double in five years.[1] Business and industry need to be able to draw from an expanded, diverse and well-trained labor pool in order to achieve the quality and productivity required in the 1980's. Employers' interests are better served by having employable women increase the size of that pool.

From the female student's perspective, the argument for equity is equally compelling from an economic standpoint. The following facts point to the need for expanded vocational opportunities for women:

- Full-time women workers earn approximately 60 percent of what men earn. The wage gap is attributed, in part, to occupational segregation: women working in low-paying jobs.[2]

- Women's participation in the work force is expected to increase greatly during the 1980's: among women 25-54, estimates average 66 percent to over 70 percent will be working outside the home.[3]

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[1] Gene Bottoms, "Vocational Education in the 1980's," an address before the California Community College Association of Occupational Educators, October 1981.

[2] U.S. Department of Labor, Bureau of Labor Statistics, *Women in the Labor Force: Some New Data Series*, 1979, p. 3.

[3] U.S. Department of Labor, Women's Bureau, *The Employment of Women: General Diagnosis of Developments and Issues*, April 1980, p. 4.

- There were over 8 million female heads of families in 1978, an increase of 54 percent in the last decade. The proportion of all families in the U.S. now headed by women is 14 percent.[4]

- In California, one of every seven families was headed by a woman in 1977.[5]

- Of single older women aged 45-54, 74 percent work, and of those 55-64, 61 percent work.[6]

- The fastest growing segments of the labor force during the 1970's were married women with husbands present and mothers with school-age children.[7]

- In 1977, wives working full-time contributed 38 percent of family income. In these families the median income was $20,722 as compared to $15,796 when the husband was the sole breadwinner.[8]

- Across the U.S. there are an estimated 3 million displaced homemakers, women in their middle years (generally 35-64) who have been deprived of their traditional role by the loss of their spouse through separation, divorce, abandonment or death. Of these women, 75 percent are over 40 with an annual income of less than $5,000.[9]

These statistics reveal that the role of women in national employment and the need of women for employment has increased substantially. Employment alternatives available to women have not increased at an equally rapid pace, however. As recently as 1970, 70 percent of women workers were clustered in three occupational areas: clerical, service, and professional or administrative. The economic effect of this narrow band of options seems clear when one looks at women's average earnings. Nationally, in 1977, the median yearly paycheck for fully employed women was 58.9 percent that of men similarly employed.[10] If the earnings gap between men and women is to be narrowed, then women's options must be widened. Vocational education programs are playing a key role in determining those options.

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[4]U.S. Department of Labor, Women's Bureau, *Facts about Women Heads of Households and Heads of Families*, December 1979, p. 4.

[5]State of California, Employment Development Department, *Women at Work in California*, December 1978, p. 13.

[6]U.S. Department of Labor, *Manpower Comments*, Vol. 17, No. 3, April 1980, pp. 17-18.

[7]*The Employment of Women: General Diagnosis of Developments and Issues*, p. 2.

[8]Ibid

[9]U.S. Department of Education, *Displaced Homemakers and Other Special Groups*, October 1980, p. 2.

[10]*Women and Poverty*, United States Commission on Civil Rights, June 1973, p. 10.

History of Gender Equity Activities

It is not easy to characterize gender equity activities in the California Community Colleges. The ways in which campuses have addressed the issues of sex discrimination, sex bias and sex stereotyping are as diverse as the campuses themselves.

The earliest campus programs for women had already been established at the time Title II was enacted. Their support came from local funds and from other external sources. During 1978, when the current Vocational Education Act was in its first year of funded activity, a survey on women's programs was conducted by the Commission on Women of the California Community and Junior College Association. That survey showed that 50 percent of the community colleges responding had Women's Centers. Thirty-seven percent had other services for women, including counseling, personal growth workshops, referral services, and programs such as lectures, films and speakers. Eighty-four percent had women's courses. Budgets for women's programs ranged from $400 to $100,000.

The diversity characterizing campus gender equity activities early in 1978 has continued. There have been, however, significant changes in the nature and direction of program services.

One change came about through the increased funding and leadership provided through the Vocational Education Act of 1976. This legislation brought a new vocational focus to gender equity concerns. Many programs had provided cultural activities and exploration of sex roles through women's studies courses and other campus activities, such as cultural programs celebrating women's history and women's contributions to the arts. A combination of the direction provided through the affirmative language of Title II and the fact that funding for vocational programs was made available at a time when local funds were becoming less plentiful caused many programs to emphasize the employment training and employment re-entry aspects of their programs.

Overall, however, a general decline in the level of women's programs was recently documented by a survey of women's program services conducted by Santa Rosa Junior College for the California Advocates for Re-entry Education (C.A.R.E.). By Spring of 1981, that survey found few community colleges with women's centers. In addition, the sample of 46 responding colleges showed few formal women's studies programs in the community colleges. Twenty percent of the respondents indicated scattered women's classes across programs in a variety of subject areas. The reduction in local funds available for gender equity since the passage of the Jarvis-Gann initiative of 1978 has been a serious problem for women's programs. For many campus programs the availability of vocational funds for gender equity activities enabled the campus to continue an existing program. The findings of the C.A.R.E. study suggest that program activity funded under the current Vocational Education Act is an even more important part, if not the mainstay, of many campus efforts to achieve gender equity. Because of the retreat in several gender equity areas, it is crucial that the support and leadership that the Board of Governors and the Chancellor's Office have provided be continued.

Gender Equity Objectives

Projects and activities to reduce sex bias and stereotyping under the Vocational Education Act have been shaped largely by the ten functions enumerated in Section 104 (b) (1). These functions have determined the actions of state personnel assigned to gender equity activities, the nature of special projects for gender equity and the activities conducted with allocated Vocational Education Act funds. They include:

- o taking action to create awareness of vocational education programs and activities to reduce sex stereotyping in occupations;
- o gathering, analyzing and disseminating data on the status of men and women students and employees in vocational education programs of the states;
- o developing and supporting actions to correct problems uncovered through the above;
- o reviewing grant distribution by the state board to assure that the needs and interests of women are considered in projects benefited under the Act;
- o reviewing all the st te's vocational education programs for sex bias;
- o monitoring the implementation of laws prohibiting sex discrimination in all of the state's hiring, firing, and promotion procedures regarding vocational education;
- o reviewing and providing recommendations regarding the overcoming of sex stereotyping and sex bias in vocational education programs for the annual VEA program plan and report;
- o assisting LEA's and others in improving vocational education opportunities for women;
- o making available to a number of specified agencies and councils, the Commissioner of Education, and the general public, information pursuant to the activities listed above; and reviewing of Title IX - Self Evaluations.

Project Descriptions: Subpart 2 and Subpart 3

A complete description of the 27 Subpart 3 projects and the 48 Subpart 2 projects funded under Title II would be too lengthy to be presented in this report. An attached list of the projects and their respective levels of funding gives an idea of the range of special projects activities (See Appendix A). The following summary is meant to identify major community college projects and to clarify the strengths and weaknesses of the state's program. Subpart 3 of the Vocational Education Act has been the major source of special projects for gender equity activities. For that reason it will be considered in this report before Subpart 2.

SUBPART 3 PROJECTS

During the four funding years from 1977-1981, approximately $1,523,052 was expended from Subpart 3 for community college projects or projects jointly funded with the Department of Education. The categories for which joint funds were made available were: personnel training, technical assistance, guidance and counseling, research and data analysis, curriculum development and coordination.

Approximately 50% of these projects were jointly funded by the Chancellor's Office and the State Department of Education and served both secondary and community college populations. Since the issues of recruitment, retention, and placement of nontraditional students were as relevant to secondary schools as they were to community colleges, joint projects were an efficient method of operation.

A look as the chronology of activities conducted under the act shows that initial activities included research into existing patterns and conditions of vocational programs, personnel training, and development of materials to be used in recruiting and retaining nontraditional students in vocational fields.

Research projects in 1977 and 1978 determined the extent of sex segregation in occupational training programs. An analysis of 1976-77 vocational enrollment data for the community colleges identified 32 programs that were nontraditional for men; that is, they had eighty percent or more females enrolled. Seventy programs were nontraditional for women. Approximately two-thirds of all community college vocational programs were found to have enrollments of 70% of one sex. Documents resulting from various research projects were made available to personnel on the campuses. In addition to data analysis, studies from these two years examined the characteristics of successful students (employees) in nontraditional occupational areas and identified barriers to nontraditional work.

Another major activity of the first year of funding under the act was the Vocational Education Equity Project (VEEP). The purpose of the project was to develop and implement systematic, quality inservice training programs in the elimination of sex bias, sex stereotyping and sex discrimination in vocational education at the secondary and postsecondary levels. Over the three years that this project was funded, between seven and eight thousand vocational educators were trained in awareness of legislation and identification of unfair treatment. Additional training provided information regarding the needs of the changing workforce and of vocational education programs with regard to gender balance. A final cycle of workshops showed college personnel how to adapt the information they had attained into a training format. Those who completed the three workshop cycles then presented workshops on their own campuses for other staff members.

This project was significant not only for the numbers of persons trained but also for its role as a "pioneer" project. VEEP created a network

of geographic consultants who brought equity concepts and materials to every campus in the state. The project was met with resistance in some areas and it is difficult to determine the effect of this project on attitude, but it has been the foundation and testing ground for most of the activities to come after 1978.

Another significant step in the progression of gender equity activities in the California Community Colleges occurred in the research and evaluation projects of 1979. A project conducted by Steiger, Fink and Koseoff, Inc. established a statewide network for information on sex equity issues. It also reviewed the California Five-Year State Plan to identify the extent to which it reflects the letter and spirit of the law mandating it. Another activity was its review of the state's program for fostering sex equity in vocational education. Recommendations coming from this project included:

- o designation of a full-time gender equity coordinator in community colleges;
- o thorough data collection, analysis and the establishment of dissemination procedures for gender equity;
- o implementation of active program planning at the state level; and
- o development of methods to integrate gender equity into administrative practices of the campuses.

Established also in 1979, the Community College Plan to Achieve Gender Equity (CC-PAGE) was a statewide means of answering some of the needs identified by the Steiger Study. Using geographic regions, as VEEP had done, CC-PAGE hired seven geographic consultants to work with a campus gender equity coordinator who was designated by each college president. After the completion of the gender equity survey and the development of a gender equity plan, technical assistance was provided by the geographic consultant in reaching the goals identified in the plan. As part of the survey, each campus identified four imbalanced programs and worked with the consultant and with campus personnel to develop strategies to increase the underrepresented gender.

This project has been in operation for two years. Its flexibility in the kinds of assistance available to campuses and the high caliber of the personnel who have been involved make it an exemplary project.

SUBPART 2 PROJECTS

Direct services to students for displaced homemaker and support services for women projects have been provided since 1978 under Subpart 2 of the Vocational Education Act. Approximately $750,000 was set aside over three years from community college funds to provide local assistance programs to serve displaced homemakers and other women attempting to enter the workforce. In addition, $250,000 was set aside by the Department of Education and the Chancellor's Office as local incentives for training. The displaced homemaker and support services programs can be placed in three categories:

1. Transition programs which assist displaced homemakers and other women in re-entering education and the workforce.

2. Target population programs which identify a particular group of women such as a minority group or a group with special characteristics to be served.

3. Nontraditional programs which focus on recruitment and training for currently sex-segregated occupations. Grossmont College's Displaced Homemakers in Computer Science is an example of such a project. Evergreen College's Transition into Electronics is another. One unusual Support Services for Women project was designed to recruit women who were employed in nontraditional occupations into teaching in those occupations.

In addition to the direct services provided for this special population, a statewide assessment of the needs of displaced homemakers has been conducted by Far West Laboratory for the Department of Education. The document produced from this study provides a breakdown, by county, of the numbers of displaced homemakers in California and their critical needs in each area in which they reside. Striking among the findings was the information that statewide, of the 581,500 displaced homemakers in California, 40% have less than high school educations and that 42% have incomes of less than $5,000 per year. The results of this study are of particular significance to the community college system because community colleges are the most likely point of education re-entry for women students in this category.

Local Efforts to Achieve Gender Equity

Activities to provide equal opportunity to men and women in vocational programs have received local support from college districts in widely varying amounts. In a number of cases local support exceeds VEA allocations for sex equity. Top level administrative support on the campuses seems to be reflected in local funds as well as success in the integration of sex equity activities. VEA claim forms show campuses with highly developed programs to be funding counseling and instructional staff, recruitment activities, and in-service training.

In contrast to those campuses with a strong local commitment, a number of others do not indicate any local funds being spent for sex equity. Some campuses cite fiscal pressures and difficulties as a reason for the absence of local funding support. Some feel that the high cost of record keeping makes it fiscally difficult even to spend designated funds for displaced homemaker or support services for women. A few have released funds rather than expend and account for them.

Until a full analysis of local gender equity expenditures is implemented, no definitive statement can be made about local efforts. A current study being conducted by Evaluation and Training Institute for the Department of Education may provide helpful information regarding levels of local expenditures.

Impact of Programs

Measures of impact are somewhat premature in assessing gender equity activities in the California Community Colleges. Under the current vocational act there has been a program of activities to address this issue for only three years. Data from two years, 1977-78 and 1978-79, have been collected and analyzed to assess the status of our programs. An analysis of enrollment data for two years cannot be seen as a trend, but should be noted. The Carvell study in 1980 showed that 92 programs were imbalanced in 1977-78; 71 were imbalanced in 1978-79. Twenty-three programs moved toward balance by at least five percentage points and twelve moved away from balance. Technical education had five programs move positively. These data will be used as a baseline to measure changes over time. A consistent pattern of change in vocational enrollment and completion data will ultimately be the measure of success for gender equity efforts.

Benefits to college districts and to students served by community college programs is an intermediate step in assessing impact. From the standpoint of benefit, the gender equity activities of our college system are impressive. Measured against the resources available, the numbers of staff trained and the numbers of students provided with direct services show enterprise and ingenuity. VEEP, for example, has trained between 7,000 and 8,000 campus personnel. CC-PAGE has assisted each of the 107 campuses in the state with assessing its campus program for sex fairness. CC-PAGE staff has worked with campuses to plan and carry out a program of gender equity activities. Compliance requirements, labor market information and strategies for recruitment, retention and placement of nontraditional students have been a major part of both training and technical assistance projects. Campus plans have resulted in such changes as sex-balanced vocational advisory committees, curriculum development of vocational courses for orientation and skill development, and a multitude of recruitment and awareness activities.

Future Directions

As we look to 1982, the efficacy of state efforts to promote equal opportunity for men and women must be viewed in light of several major factors

affecting education in California. First, there is a declining enrollment pattern among traditional students. As the average age of students in the community colleges increases, programs may change to meet the needs of mature students. Second, the decline in state and federal funds available to education has affected programs and personnel structures in many districts. Third, many campuses feel pressure to return to a strong emphasis on basics and to reduce the number of elective courses. Changing needs and declining resources may mean that achieving an improved balance of men and women in vocational programs will be difficult in the coming years. A program of activities to reduce sex bias and sex stereotyping will have to be planned to make the best use of existing resources and to coordinate activities to produce the maximum effect. It is with these conditions in mind that staff intend to undertake the following activities:

1. Each instrument used as an information-gathering tool by the state (i.e., PAR, COPES, VEDS) will be reviewed for the purpose of consolidation and coordination of sex equity information. A staff member of one of the campuses will be requested for short term assignment to the Chancellor's staff for this purpose.

2. Data collection and analysis of sex equity and other information are ongoing functions of the Chancellor's Office. To date, the Chancellor's Office has been dependent on special projects for collection and analysis of gender equity data. For compliance, as well as evaluation and information purposes, it is important now that staff be made available for these functions. Staff assigned these duties will be directed to include gender equity as an important component of information analysis functions.

3. In cooperation with the Department of Education a state sex equity advisory committee will be convened to assist in developing multi-year plans for the state's gender equity activities. Student involvement will be an integral part of this committee. This group will be charged with recommending standards to be achieved in sex equity and with recommending priorities for program activities.

4. The Chancellor's Office will urge the VE Special Project Priority-Setting Committee to identify gender equity as an important and unique issue. Specifically, the Chancellor's staff will suggest that the committee consider recommending multi-year funding of projects such as CC-PAGE and the Sex Equity Resource Center. The need for a high level of expertise and continuity in these programs warrants such a determination for the three funding years beginning 1982-83.

   The Priority-Setting Committee will also be encouraged to affirm support for equal opportunity activities by retaining the designation of 20 percent of vocational education funds from Subpart 3 for gender equity. In addition, the Priority-Setting Committee will be encouraged to recommend a program of incentives for displaced homemaker and support services for women.

When one looks to the future of gender equity activities in the community colleges in California, a number of questions come to mind: How important should the special projects funded under the Vocational Education Act be to gender equity efforts? Have gender equity efforts been incorporated into the ongoing activities of the campuses to a significant degree? How can the successful, on-going programs be replicated on campuses where there is little equity activity? With the increasingly keen competition for funds, will campus administrators view equity activities as a high priority? How active a role should the Chancellor's Office take in implementing equity activities? How much money, if any, should be committed to gender equity?

With the assistance of a statewide advisory committee, the growing expertise of campus gender equity personnel and the continued policy support of the Board of Governors, staff believes that these and other questions can be addressed through the activities listed above.

APPENDIX "A"
VOCATIONAL EDUCATION GENDER EQUITY

Subpart 3 Special Projects
1977-81

Type of Project	Project Description	Project Total	YEAR AND SOURCE OF FUNDING							
			1977-78		1978-79		1979-80		1980-81	
			CCC	SDE	CCC	SDE	CCC	SDE	CCC	SDE
SDE	Women's Way Vocational Rescurce Program	50,827		50,827						
SDE	Motivating Girls to Prepare for Math-Related Occupations. Torrance USD	15,000		15,000						
SDE	Career Options for the Teenage Parent Model. Orange USD	64,774		64,774						
Joint	Recruit Women Who Are Employed in Nontraditional Occupations and Train Them to Become Occupational Teachers. San Jose CCD	31,400			15,700	15,700				
Joint	Vocational Education Equity Project (VEEP). Chaffey CCD	172,449	86,224	86,224						
Joint	Vocational Education Equity Project (VEEP). California State University at Fullerton	300,000			70,000	70,000	80,000	80,000		
SDE	Great Expectations Orange County USD	96,500		96,500						
CCC	Community College Plan To Achieve Gender Equity. Foothill/DeAnza Community College District	232,323					137,323		95,000	
Joint	Gender Equity Training Program. Foothill DeAnza CCD	72,814							36,407	36,407

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Subpart 3 Special Projects
1977-81

Type of Project	Project Description	Project Total	YEAR AND SOURCE OF FUNDING							
			1977-78		1978-79		1979-80		1980-81	
			CCC	SDE	CCC	SDE	CCC	SDE	CCC	SDE
Joint	Gender Equity Liaison With Business/Industry/Labor Foothill/DeAnza CCD	129,588							64,794	64,794
SDE	A Project to Develop Instructional Materials in Vocational Guidance with Emphasis on Reduction of Sex Bias and Sex Role Stereotyping. Davis Joint USD	12,571		12,571						
Joint	Research Project to Identify, Analyze, and Disseminate Information About Opportunities for Males and Females in Nontraditional Programs	43,000	21,500	21,500						
Joint	Determine Strategies to Recruit and Retain Students in Nontraditional Programs and to Assure Program Completing and Job Placement.	47,890			23,945	23,945				
SDE	Project to Assess the Status of Students and Employees in Vocational Education (PASSEVE)	99,840						99,840		
Joint	Determine Nature of Vocational Enrollments in Terms of Sex and Racial Balance and Devise Strategies to Overcome Deficiencies.	37,500			18,750	18,750				

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VOCATIONAL EDUCATION GENDER EQUITY
Subpart 3 Special Projects
1977-81

Type of Project	Project Description	Project Total	YEAR AND SOURCE OF FUNDING							
			1977-78		1978-79		1979-80		1980-81	
			CCC	SDE	CCC	SDE	CCC	SDE	CCC	SDE
Joint	Development of Written Materials for, and Conduct of, Inservice Training for Vocational Education Administrators in the Elimination of Sex Bias.	39,035	19,517	19,517						
Joint	Promote Sex Equity in Vocational Career and Guidance Programs. "Sex Equity in Apprenticeship". Los Rios CCD	34,560			17,280	17,280				
Joint	Promote Sex Equity in Vocational Career and Guidance Programs Morgan Hill USD	20,000			10,000	10,000				
Joint	Identify Activities that will Eliminate Stereotyping and Result in a More Equitable Male/Female Distribution in Office Occupations. LA CCD	65,097			32,548	32,548				
Joint	Jack and Jill of all Trades. Alameda County Office of Educ.	49,957					24,978	24,978		
SDE	Research for Women: Sex Stereotyping, Nontraditional Jobs, and Vocational Training. CSUS Foundation at Sacramento	64,312		64,312						
Joint	Emerging Occupations in Agriculture: Impact Upon Curriculum and People. UC Davis	19,267	9,634	9,634						

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Subpart 3 Special Projects
1977-81

Type of Project	Project Description	Project Total	YEAR AND SOURCE OF FUNDING							
			1977-78		1978-79		1979-80		1980-81	
			CCC	SDE	CCC	SDE	CCC	SDE	CCC	SDE
Joint	Fostering Sex Fairness in Vocational Education.	97,581	48,790	48,790						
Joint	Conduct a Statewide Evaluation of Sex Equity Activities in Vocational Education.	54,978					27,489	27,489		
SDE	Elimination of Sex Bias, Sex Stereotyping and Sex Discrimination in Consumer and Homemaking Education Curriculum Materials.	13,512		13,512						
SDE	Distributive Education Personnel Training - Preservice, Cal State LA	6,000						6,000		
SDE	Dissemination of Sex Fairness Project Products, Urban Mgmt Consultants	6,100						6,100		
Joint	Resource Bank for Overcoming Sex Bias and Stereotyping in Voc. Ed.	37,854	18,927	18,927						
Joint	Development of Handbook and Workshop Materials on Sex Bias in Vocational Education and Conduct of Inservice Training for Community Groups.	37,759	18,879	18,879						

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VOCATIONAL EDUCATION GENDER EQUITY

Subpart 3 Special Projects
1977-81

Type of Project	Project Description	Project Total	YEAR AND SOURCE OF FUNDING							
			1977-78		1978-79		1979-80		1980-81	
			CCC	SDE	CCC	SDE	CCC	SDE	CCC	SDE
SDE	Gemini Project	136,500						59,000		77,500
	TOTALS	2,088,988	223,471	540,967	188,223	188,223	269,790	303,407	196,201	178,201

RECAP BY SOURCE OF FUNDING	
JOINTLY FUNDED	1,290,729
CCC ONLY	232,323
SDE ONLY	565,936
TOTAL	2,088,988

APPENDIX "B"
Subpart 2: Instruction
for Displaced Homemakers and
Other Special Groups

Project Description	PROGRAM YEAR AND AMOUNT OF FUNDING			
	1977-78	1978-79	1979-80	1980-81
Displaced Homemaker Project. Career Planning Center, LA	20,000			
Displaced Homemaker Project. Chaffey CCD	17,800	18,040	24,981	
Displaced Homemaker Project. Los Rios CCD	15,000	19,730	25,000	26,435
Displaced Homemaker Project. Merced CCD	20,000	15,000	25,000	26,800
Displaced Homemaker Project. Sacramento USD	14,044	16,963	24,316	
Displaced Homemaker Project. San Diego CCD	20,000	19,900	26,800	
Displaced Homemaker Project. Sonoma County Office of Educ.	19,782	19,425		
Displaced Homemaker Project. Victor Valley CCD	20,000	17,709		
Displaced Homemaker Project. LA CCD			25,000	
Displaced Homemaker Project. Contra Costa CCD			22,111	
Displaced Homemaker Project. Grossmont CCD			16,386	26,800
Displaced Homemaker Project. San Jose CCD Evergreen College. Displaced Homemakers-Transition into Electronics			9,114	
Displaced Homemaker Project. Saddleback CCD			9,480	26,800

APPENDIX "B"
Subpart 2: Instruction
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Other Special Groups

Project Description	PROGRAM YEAR AND AMOUNT OF FUNDING			
	1977-78	1978-79	1979-80	1980-81
Displaced Homemaker Project. San Mateo CCD				26,444
Displaced Homemaker Project. Sonoma County Office of Education. YWCA				26,294
Displaced Homemaker Project. West Kern CCD				26,800
Displaced Homemaker Project. Cerritos CCD				26,751
Displaced Homemaker Project. Rio Hondo CCD				26,800
Support Services for Women in Nontraditional Occupations. Sierra Sands USD			24,115	
Support Services for Women in Nontraditional Occupations. A Model to Promote Nontraditional Employment for Women in Automotive Repair. Sierra Jt. CCD			24,842	
Support Services for Women Project. College of Marin. Electronical and Engineering Tech.			25,000	
Support Services for Women Project. Orange USD			25,000	
Support Services for Women Project. Sonoma County Superintendent of Schools			42,397	26,481
Support Services for Women Project. Kern CCD Bakersfield College. Preparing Women for Agriculture.			20,553	

APPENDIX "B"
Subpart 2: Instruction
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Other Special Groups

Project Description	PROGRAM YEAR AND AMOUNT OF FUNDING			
	1977-78	1978-79	1979-80	1980-81
Support Services for Women Project. Cabrillo CCD			25,000	26,800
Support Services for Women Project. Grossmont CCD Women in Science, Business, and Industry.			20,550	
Support Services for Women Project. Los Rios CCD Northern California Women for Apprenticeship.			23,838	26,800
Support Services for Women Project. Peralta CCD			6,000	
Support Services for Women Project. San Joaquin Delta CCD			13,463	
Support Services for Women Project. Pasadena CCD			21,266	
Support Services for Women Project. Sweetwater CCD			25,000	
Support Services for Women Project. San Diego USD				50,000
Support Services for Economically Disadvantaged Women in Nontraditional Vocational Occupations with High Job Market Needs. Citrus CCD			34,441	
Support Services for Women. Women's Resource Center, LA USD				48,871
Recruitment & Retention of Females in Nontraditional Vocational Programs. Sacramento/San Juan USD's				50,000

APPENDIX "B"
Subpart 2: Instruction
for Displaced Homemakers and
Other Special Groups

Project Description	PROGRAM YEAR AND AMOUNT OF FUNDING			
	1977-78	1978-79	1979-80	1980-81
Support Services for Women in Nontraditional Programs				50,000
Promoting Involvement in Nontraditional Occupations for Secondary School Female Students in Oakland Public Schools				43,039
Support Services for Women in Nontraditional Programs Vista USD				25,000
Support Services for Women Project. Ventura CCD				26,800
Support Services for Women Project. Coast CCD				53,422
Coastline CCD				26,663
Support Services for Women Project. Long Beach CCD Training Women Instructors in the Trades.				21,513
Support Services for Women Project. Palomar CCD				26,800
Support Services for Women Project. Contra Costa CCD				26,415
Displaced Homemaker Study. Far West Laboratory for Educational Research & Development			142,751	
Overcoming Sex Stereotyping Barriers for Displaced Homemakers in Nontraditional Occupations. Far West Laboratory for Educational Research & Develop.				50,000

APPENDIX "B"
Subpart 2: Instruction
fcr Displaced Homemakers and
Other Special Groups

Project Description	PROGRAM YEAR AND AMOUNT OF FUNDING			
	1977-78	1978-79	1979-80	1980-81
Devise a Subsystem of COIS to Determine Sex Bias and Stereotyping in Vocational Education. Ventura County Superintendent of Schools	16,000			
Incentive Project		117,267	366,942	
TOTALS	162,626	244,034	1,049,346	818,528

RECAP OF FUNDING	
1977-78	162,626
1978-79	244,034
1979-80	1,049,346
1980-81	818,528
TOTAL	2,274,534

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